

TEACHING SPEECH GENERATING DEVICES... WHERE DO I START?

Stacey Gardner M.A. CCC-SLP & Brooke Gasiewski M.A. CCC-SLP

STACEY GARDNER M.A. CCC-SLP

Stacey Gardner is a licensed speech language pathologist. She has worked at Orange City Schools for 30 years with students from preschool to 7th grade. She has served on the OSSPEAC Board over the last 10 years on a variety of committees, as SLP at Large, as Secretary and as President. She enjoys teaching children of all ages to communicate. Stacey graduated with an undergraduate degree from the College of Wooster and a master's degree from Kent State University.



BROOKE GASIEWSKI M.A. CCC-SLP

Brooke Gasiewski is a practicing elementary school based speech-language pathologist. Brooke is an active ASHA member and OSSPEAC member. She has worked for Orange City Schools for 4 years previously with grades 3-4 and currently with preschool students. Brooke is especially interested in working with students who have complex communication needs. Brooke graduated with an undergraduate and masters degree from Kent State University.



OVERALL GOAL OF THIS SESSION

1. You will be able to plan weekly small group lessons for students using SGDs in elementary school targeting literacy, functional communication, social interactions and language goals.
2. You will learn strategies to implement modeling for staff across the classroom setting.

WHAT IS A SPEECH GENERATING DEVICE?

A speech generating device (SGD) falls under the augmentative and alternative communication (AAC) umbrella. A SGD uses voice output that produces speech for individuals that cannot be understood, cannot use their voices, or need alternate modes of communication. For this presentation we will be referencing high tech devices used on a dedicated device or iPad.

VOICE OUTPUT

Symbols, pictures, or text used to speak a message using artificial speech

ACCESS METHODS

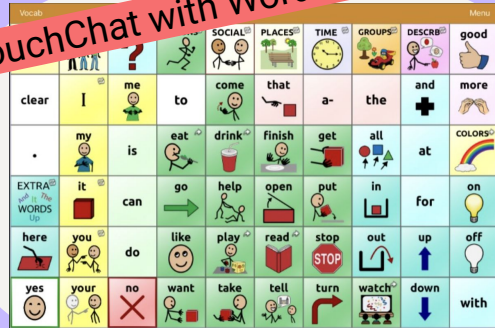
Direct selection, switches, eyegaze, pointers are some ways to access a SGD

COMMON SYSTEMS

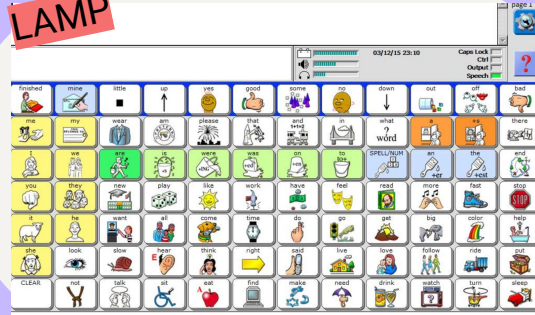
There are many different dedicated devices, apps, or programs that can be used with a SGD.

COMMON PROGRAMS/APPS

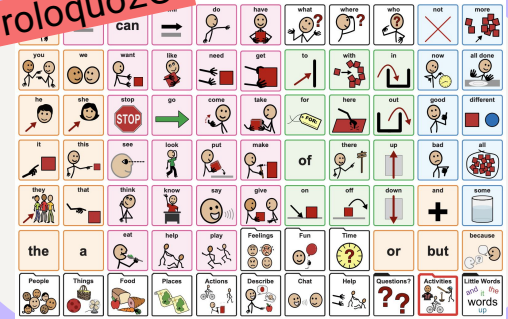
TouchChat with WordPower



LAMP



Proloquo2Go



TD Snap





We started co-planning AAC sessions based on the fact that most of our students were not functionally using their devices and our staff did not understand how they were set up, how to prompt, and how to model.

WE LIVE BY THE FOLLOWING RULES:

1. Students need to see others including teachers and paraprofessionals use SGD's in their everyday environment.
2. Students need to have their SGD's devices available at all times.
3. All communication attempts are valuable and can be given meaning.
4. We presume competence at all times.

ABOUT OUR STUDENTS:

- ❖ Around 10-12 AAC device users in the elementary school
 - Building is grades K-5
- ❖ Students in MD self contained rooms, resource settings, and inclusion settings
- ❖ Run 2 weekly groups
 - Beginner group (4 AAC users)
 - Greetings, core words, high interest vocabulary, high repetitions
 - Upper level group (8 AAC users)
 - Language targets, WH questions, commenting
 - Preschool- core word group
 - 3 students



OUR WEEKLY LESSONS FOCUS ON...

1. PRAGMATIC INTERACTIONS

2. LANGUAGE TARGETS
THROUGH WEEKLY BOOKS

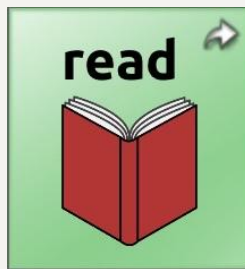
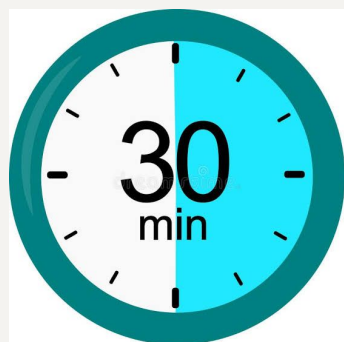
3. USE OF FUNCTIONAL LANGUAGE
THROUGH CRAFTS AND FOLLOW UP
ACTIVITIES

4. DEMONSTRATING AND ENCOURAGING
EXPLORING DIFFERENT BUTTONS/PAGES
ON THEIR SGDS

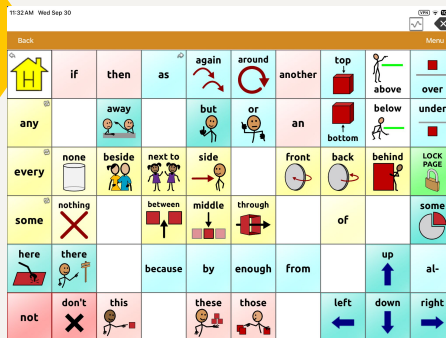
5. STAFF LEARNING HOW DIFFERENT
DEVICES ARE SET UP THROUGH
MODELING, USING WORD FINDER, AND
PROMPTING STUDENTS

6. DATA COLLECTION

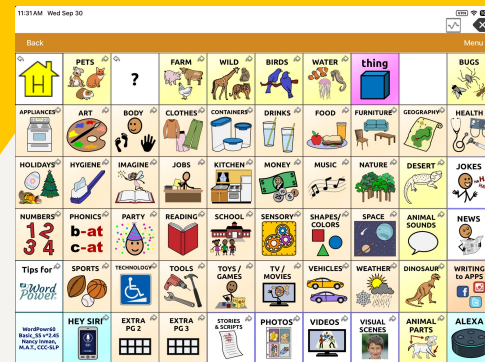
LET'S PLAN



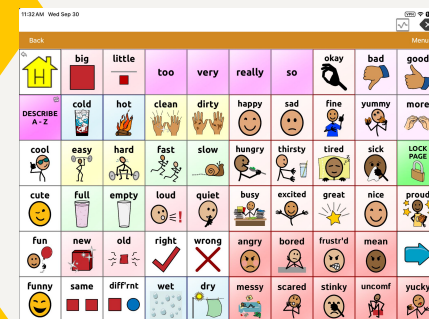
Select a book to go along with the classroom



Add prepositions and basic concepts



Focus on vocabulary of interest

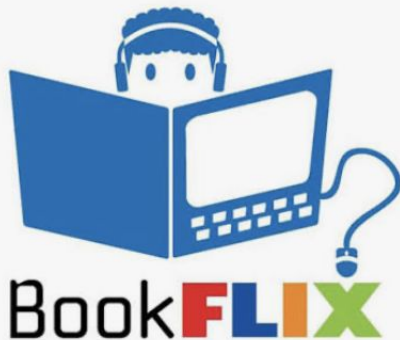


Add describing words

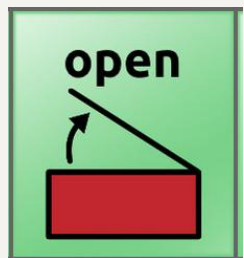
SOME OF THE RESOURCES WE USE:



Teachers Pay Teachers

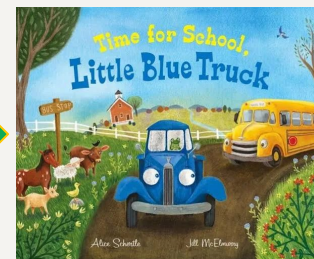
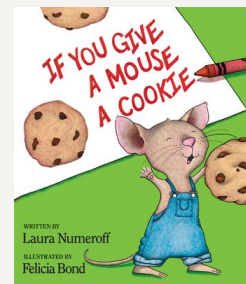


Preschool



EXAMPLES OF
LESSONS WE HAVE
DONE THIS YEAR:

Elementary
school







Vocab	PEOPLE	QUESTN	ACTIONS	SOCIAL	PLACES	TIME	GROUPS	DESCRIB	Menu
ABC 123									
clear	I	me	to	come	that	a-	the	and	more
.	my	is	eat	drink	finish	get	all	at	COLORS
EXTRA= push it! WORDS tip	it	can	go	help	open	put	in	for	on
here	you	do	like	play	read	stop	out	up	off
yes	your	no	want	take	tell	turn	watch	down	with



AAC GROUP SCHEDULE

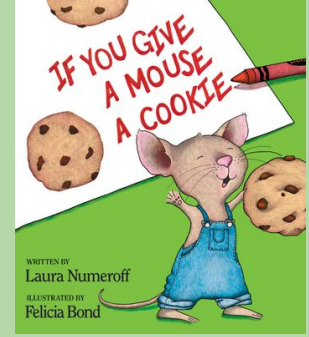
SAY HELLO



REVIEW VOCAB



READ STORY



<https://www.youtube.com/watch?v=iC3-RgYZcRA>

PLAY GAME



SAY GOODBYE



AAC GROUP SCHEDULE

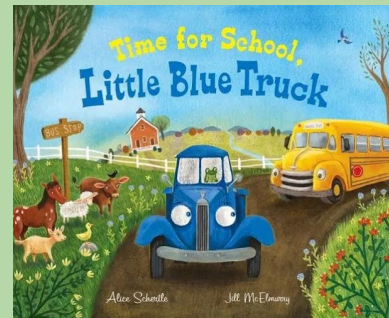
SAY HELLO



REVIEW VOCAB



READ STORY



<https://www.youtube.com/watch?v=WMnUPu5JDTM>

COMPARE ANIMALS



SAY GOODBYE



SPEECH GROUP SCHEDULE: EAT

SAY HELLO



REVIEW AND LOCATE CORE
WORD



ACTIVITIES

ADAPTED
BOOK, FEED
THE PUPPET,
POP THE PIG



SAY GOODBYE



SONGS

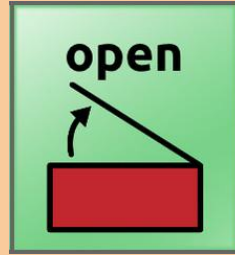


SPEECH GROUP SCHEDULE: OPEN

SAY HELLO



REVIEW AND LOCATE CORE
WORD

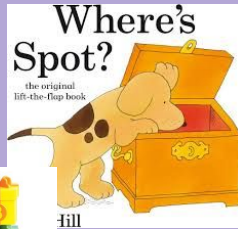


SONGS



ACTIVITIES

BOOM CARD
OPEN TOYS
FLAP BOOKS

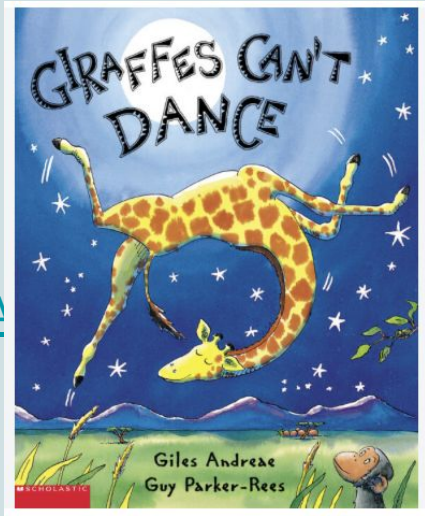


SAY GOODBYE



UPPER LEVEL SPEECH GROUP LESSON PLAN:

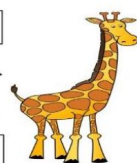
1. Hello song
2. Ask: "Who likes to dance?" Model - "I do."
3. For vocabulary show dance videos - [Shake It Off](#), [CHA CHA](#)
[Waltz Dance](#)
4. Read [Giraffes Can't Dance](#)
 - a. Ask questions exploring group pages
 - i. What animal do you see? - lions (Wild Animal Page)
 - ii. What is the giraffe looking at? - moon (Space Page)
 - iii. What shape is the moon? - circle (Shape & Colors Page)
 - iv. What is the giraffe eating? - leaves (Nature Page)
 - v. How does the giraffe feel? - sad (Describe Page)
 - b. Model and have students Make a sentence - "lions are dancing"
5. Do Physical Traits Worksheet - Ask yes/no questions (ex. Is the giraffe tall?)
6. Ask students if they thought the book was good or bad?
7. Good-Bye Song



Name: _____

Character Traits

Cut and paste 4 words from the boxes below to match the qualities of Gerald at the beginning of the story.



lazy	clumsy	kind	sensitive
rude	timid	nasty	selfish

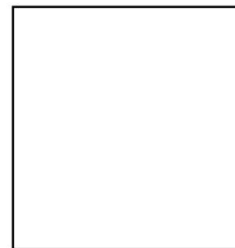
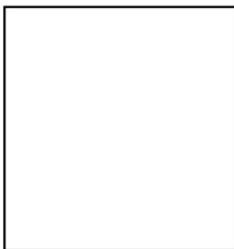
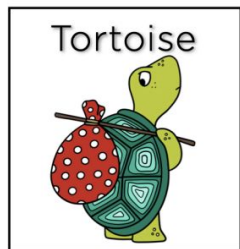
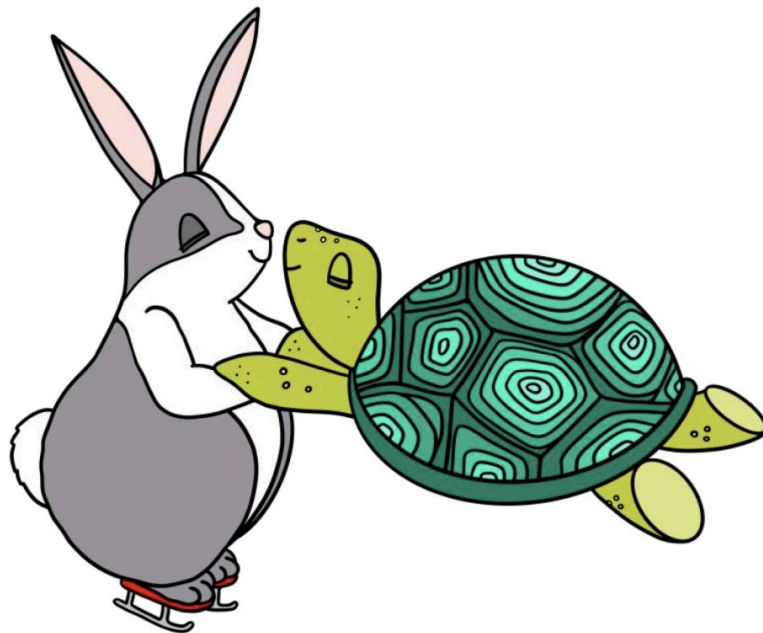
© Scholastic Teaching Resources

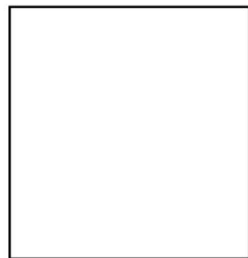
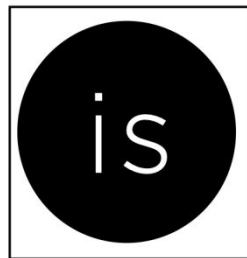
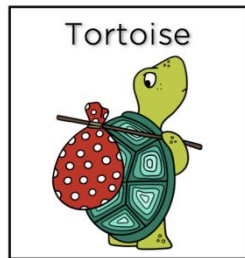
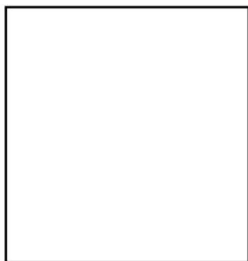
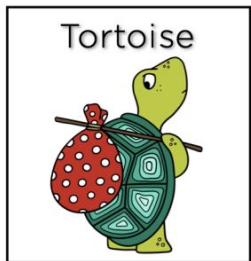
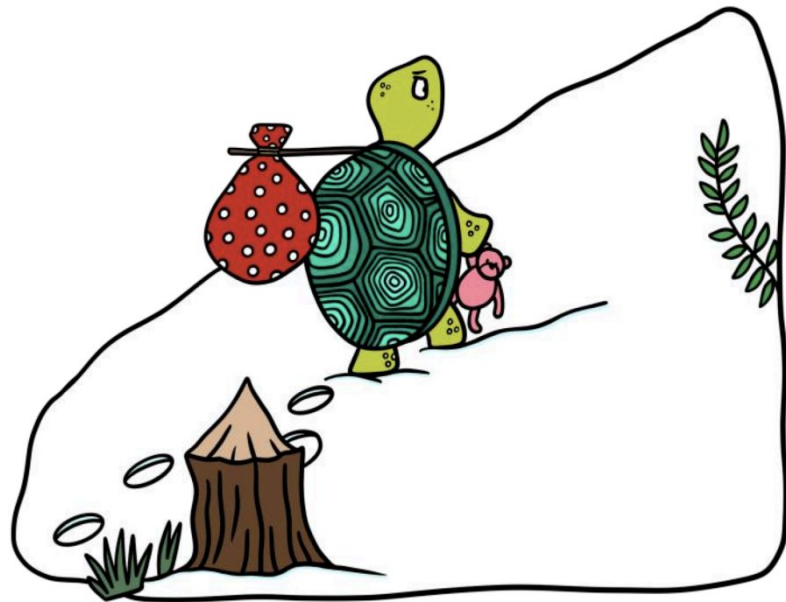
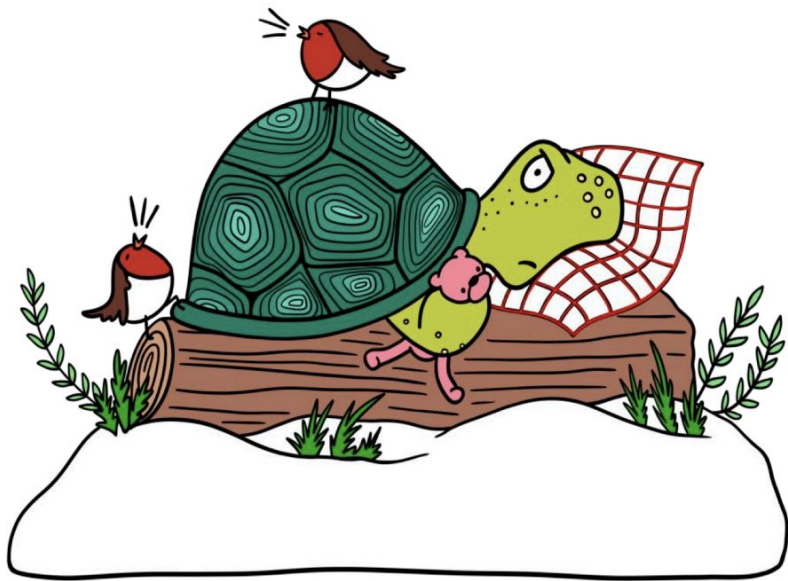
UPPER LEVEL SPEECH GROUP LESSON PLAN:

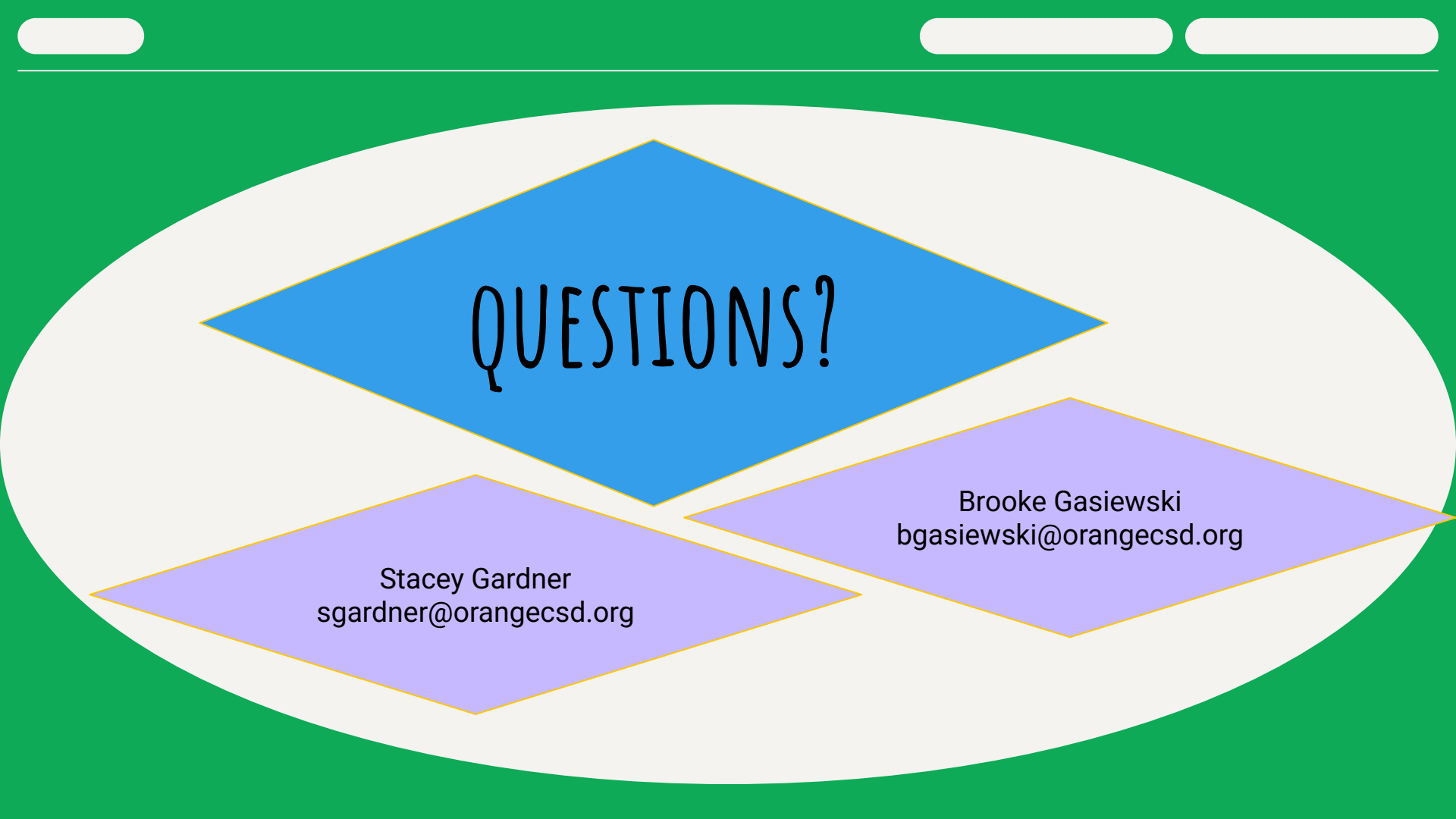
A LOUD WINTER'S NAP

1. [Greeting Hello song](#)
2. Review animals with stuffed animals
3. Listen to [A Loud Winter's Nap](#)
 - a. Ask wh questions - work on raising hand to answer
4. Prepositions: follow the direction then practice the sentence using the targeted word
5. Wh- questions
6. [Goodbye song](#)









QUESTIONS?

Stacey Gardner
sgardner@orangedcsd.org

Brooke Gasiewski
bgasiewski@orangedcsd.org